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Romanian educational system sustainability

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Abstract

Romanian educational system faces structural failures because of increased labour market instability and the proliferation of austere economic policies under the GDP value adjustment. Also open competition in the labour market, both from EU countries and from countries outside the European Union emphasizes the need to adapt the education system to current and future requirements of society through the contribution of research and information technology to the development of eco-knowledge. The educational system in Romania will have to take into account the need of giving to the individuals the skills and abilities necessary to adapt rapidly to the changing labour market. In these circumstances, the educational system require extensive structural changes aimed at identifying the mechanisms by which the system product, education, can lead to increased employment, on the one hand, and increased labour productivity, on the other hand.

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1. Introduction

The education meeting the current economic and social requirements will have to be complementary to the labour market. Education forms people to fit the labour market needs and people, the active work force, contribute to economic development through excellence in education. Only an educated workforce, with ethical, moral, entrepreneurship, aware of its rights and obligations may contribute to the economic development while fostering economic growth.

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The educational system must orient its actions and programs to identify the current and future values of the labour market, starting with the existing and potential employment resources, anticipating the economic orientations

to priority sectors and areas of development, set up by the State through the Sector Development Strategies or even in the National Development Strategy, thus creating a bridge between the labour market requirements as response to

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the development needs of the economy and workforce training and specialization, according to the curriculum. In this way, education creates workforce compatible with the labour market, which is a prerequisite for increasing employment.

In order to adjust the workforce to the current and future requirements of the economic growth, it is necessary to establish a quality assurance system in education in order to validate the results, both in terms of efficiency by establishing performance indicators to measure the performances of the educational system and in terms of efficacy, namely the extent to which planned activities are achieved and appropriate.

2. The system of education quality

Quality assurance systems are established at the national level to guarantee the improvement and render education and training responsible. They aim to increase efficiency and transparencies at all levels of supply and thus promote mutual trust, recognition and mobility within and outside the country.

Quality assurance programs (Barna, 2009) focus on the content of curricula and the learning process outcomes. I have to underline that quality assurance does not guarantee quality improvement. It is the responsibility of education and training providers. However, quality assurance can be of substantial support for these suppliers.

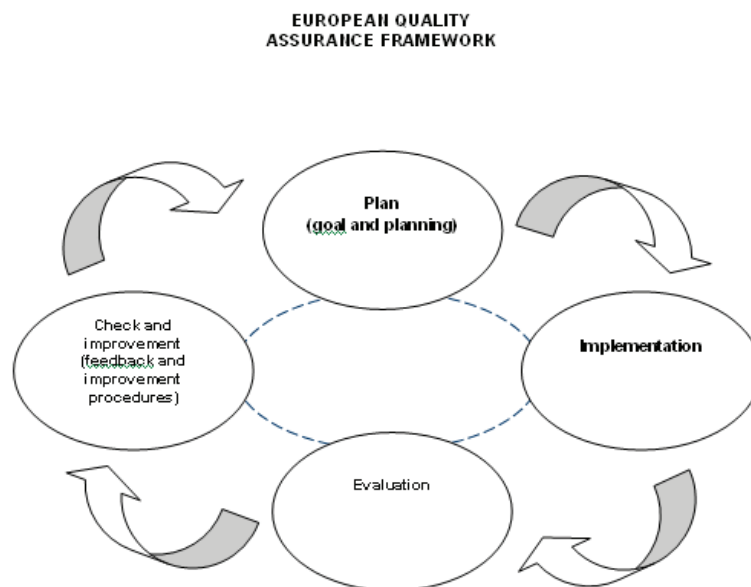


Figure 1

The quality assurance systems and procedures vary, within the system of education and training, from one sector to another and from one level to another, according to the company structure, specific contexts and institutional framework.

For a good quality assurance in education it is necessary to establish rules of conduct based on a set of principles, functions, policies, as follows (Bevir, 2007):

| Principles/Procedures | Evaluation |
|---|--|
| <ul style="list-style-type: none"> -common principles to assure quality in education and professional training ; - holistic policies and procedures for education quality assurance ; - setting up the context, content, process and the conditions of organizing the programmes of training, as well as the learning results. | <ul style="list-style-type: none"> - periodic evaluation of institutions and curricula by the monitoring bodies or external evaluation agencies -coordination of quality assurance initiatives at international, national and regional levels to have the whole framework, coherence, synergy and analysis of the education and training system -necessity to include in quality assurance systems: <ul style="list-style-type: none"> ✓ clear and measurable goals and standards; ✓ methodological norms for implementation, inclusively partners' implication; ✓ assessments methods combining self-assessment and external assessment; |
| Coordonation | Responsibilization |
| <ul style="list-style-type: none"> - quality assurance through a process of cooperation at all levels, involving all relevant partners within each Member State and at the European level, as well; - principles of quality assurance at the European level can be used as reference for evaluations and peer-learning. - systems in need of including adequate resources in terms of quality assurance. | <ul style="list-style-type: none"> - responsabilization and improvement function of education and training - complementarity in relation to the internal management of education and training - necessity to include in the systems of quality assurance : <ul style="list-style-type: none"> ✓ mechanisms and feedback procedures to improve quality; ✓ results of evaluation accessible to the large audience. |

Meeting the requirements of training and skills upgrading that are necessary in the Romanian society, as well as in terms of the economic potential, labour force absorption, the mission of the educational system consists of forming capable experts with abilities and skills acquired in school, building or rebuilding a society compatible with the current trends of a developed and emerging society, as well as the development requirements base don knowledge and scientific research. Thus, performance is to be the main feature of any economic activity. The graduates of the educational system are capable of performing complementary actions, complying at the same time with the requirements of the world and the European market through the competitive rapports based on the comparative advantages of their economic activities or national economy.

3. Sustainable Educational System

All The concept of “sustainability” refers mainly to the preservation and efficient use of the economic resources in order to facilitate the access of the young generations to these (Dragomir, 2010). Exactly, the measure in which the current needs are met without threatening the capacity of the future generations to satisfy their own needs. For a more sustainable education, it is needed to have a managerial approach of the educational system on medium and long term considering the requirements of the development of society and the possibilities of using the benefits offered by the educational system. From this point of view, education, especially the educational system must be regarded in terms of business: a sustainable idea creates results and resources that are inter-changeable; a perfectly sustainable business will have no loss and will generate performance. In other words, we are talking about a regenerative project.

Education benefits from the transfer of budgetary resources that are used to create labour force (Pohoata, 2003). It would be necessary that the labour force instruction as well as education itself should be complementary to the labour market needs and adjusted to the development requirements on medium and long term. Estimating the needs of labour market does not necessarily lead to the flexibility of education offer, which creates difficulties of labour

appropriation or equalization of labor demand with labor supply. For this reason, lifelong learning or active learning is a must of the educational system.

What is a sustainable education? In the process by the means of which State measures the efficacy of public money spent on education:

Education and labour market

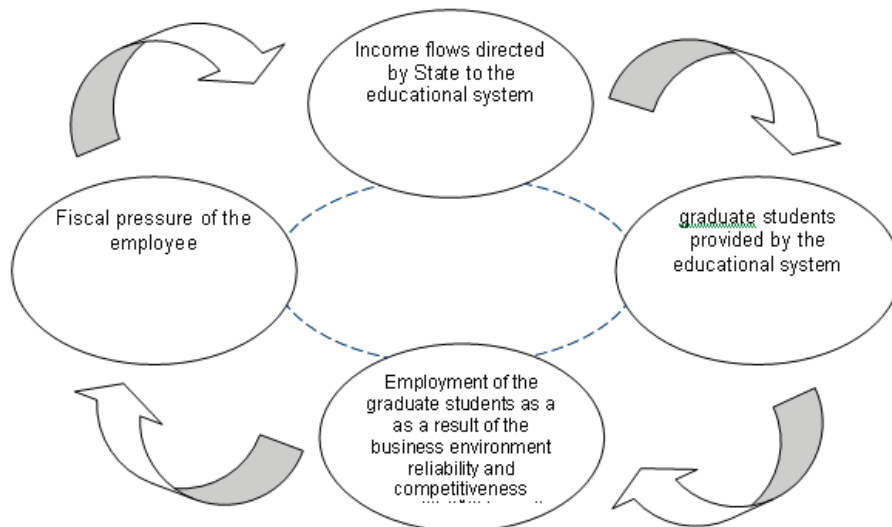


Figure 2

So, the sustainability of the educational system is the extent to which public money allocated to the budget of the state system by imposing tax on the earnings of the already employed graduates. Otherwise, there may be at least two situations: either the social and economic effects of alumni-product of the Romanian educational system- other states benefit from them by absorbing on their own labour market, being equally a productive transfer to the host, or the State budget is subject to new pressures in order to pay contributions for unemployment or other budgetary allocations by individuals able to work, but inactive. The last mentioned situation is the most negative aspect of using unsustainably labour resources and not in the least, budgetary resources.

What should people do? First it is necessary to adopt measures to stimulate the economy and entrepreneurship, both through fiscal and monetary measures, but also by imposing rules and usages that are in clear agreement with sustainable development needs of society. Secondly, by efficient administration of the economic resources and by implementing effective management systems, both during growth and the economic downturn by re-considering the market needs and adapting the educational strategies to the strong employers' requirements. Thirdly, by taking into account the social development model and labor market flexicurity aimed at reducing disparities, on the labor market, between a certain type of labor demand and supply: companies are offered what they're looking for and people are provided with what they are looking for, namely safety.

4. Conclusions

High quality education involves societal relations between the state budget, education and employment. Such relationships are focused on developing the employment potential to think and act in accordance with the market requirements and future sustainable development. Job placements in various markets shall be made according to the productivity-awaited regulations on the market considering the use of laborforce, as well as the social responsibility assumed by companies in relation to employees.

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